



Human Sciences Research Council
Lekgotla la Dinyakisišo tša Semahlale tša Setho
Raad vir Geesteswetenskaplike Navorsing
Umkhandlu Wezokucwaninga Ngesayensi Yesintu
Ibhunga Lophando Ngenzulu-Lwazi Kantu

National Education Quality Initiative

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Presentation

At Erasmia Primary School Workshop

18 October 2006

Anil

HSRC RESEARCH OUTPUTS

4201

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Applications of Classroom Assessments for Improving Learning: The use of Assessment Resource Tasks

Ann Karpas
Swamin Primary School Workshop
18 October 2006
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CRUCIAL POINT

To enhance learning

WE HAVE TO

Improve the quality of feedback

BY

Greater use of relevant evidence

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Overview of presentation

- **What is assessment?**
- **Assessment vs Evaluation**
- **Uses of assessment**
- **Types of assessment**
 - **Classroom**
 - **Large scale**
- **Examples from other countries**

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Assessment Defined

Assessment is the process of gathering, analyzing and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, value and can do with their knowledge and skills

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Primary purpose of assessments

To obtain information for use in improving student learning:

- **Classroom assessment used by teachers on a daily basis to provide direct, relevant feedback to students**
 - **Example - Assessment Resource Tasks**
- **Large-scale assessments are those designed, conducted and reported at regular intervals from outside the classroom and are primarily for use by policy makers**
 - **Example - Monitoring Learning Achievement**

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What do we know about the factors that improves learner performance in schools?

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John Hattie - Results based on

- over 337 meta-analyses,
- 200,000 effect-sizes from
- 180,000 studies,
- representing approx 60+ million students, and
- covering almost all methods of innovation.

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Variation in performance explained by:

Teachers - 30%

Peers - 25%

School - 15%

Intrapersonal - 30%

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Most significant effects

Influencer	Effect Size	Source of Influence
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.45	Teacher
Students' disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher
Parent involvement	.46	Home
Homework	.41	Teacher
Teacher Style	.41	Teacher
Classroom	.41	Teacher

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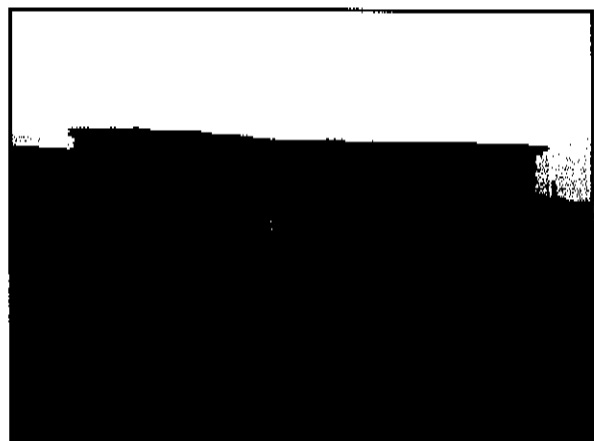
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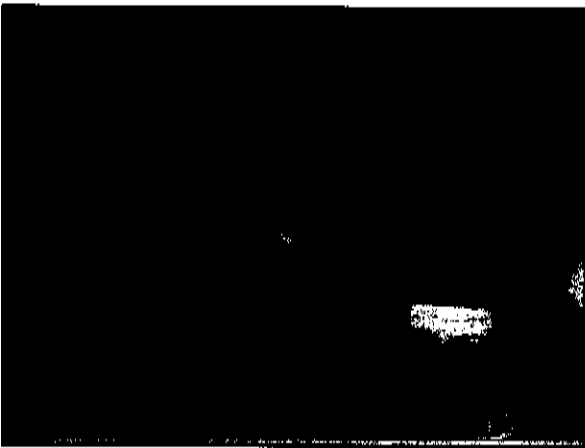
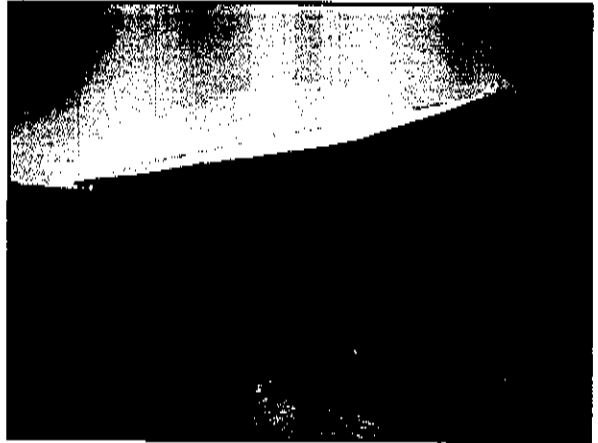
Some schools in South Africa Rural Schools

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**Note however
We do have many very good schools**

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CLASSROOM ASSESSMENT

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Classroom Assessment

- Conducted by teacher to obtain information for providing feedback to student to improve learning
- Based on achieving curriculum outcomes
- Conducted on continuous basis
- Involved primarily formative but also some summative assessments
- Required system of recording and regular monitoring of student performance

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Formative Assessment

- Formative assessment is used to monitor learning progress during instruction
- The purpose of formative assessment is to provide continuous feedback to both student and teacher concerning learning successes and failures
 - Typically include teacher-made tests
 - These are closely related to segments of instruction
 - Quality of such tests is highly variable
 - Often includes observational methods
 - Observations are rarely taken in a systematic manner
 - Reliability is typically low

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Summative Assessment

- Summative assessment typically comes at the end of a course (or unit) of instruction
- Summative assessment is designed to determine the extent to which the instructional goals have been achieved
- While the primary purpose is grading, of the certification of student achievement, it also provides information for judging the appropriateness of the course objectives and the effectiveness of instruction

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How do we support our teachers improve learner performance levels in our schools?

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Classroom Assessment


- **TOOLS for providing relevant feedback**
- Available when you need it
- Specific to curriculum/learning outcomes
- Reduce work load
- Empower teachers to:
 - Identify learner strengths & weakness
 - Determine appropriate interventions
 - Obtain ideas for "next steps"
 - Records trends in performance over time
- For use by **TEACHER ONLY** – i.e. **lowstakes** (not M&E by principal or district)

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What information do we need to make effective curriculum-related decisions to enhance learning at the classroom level?


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Information/Tools provided must

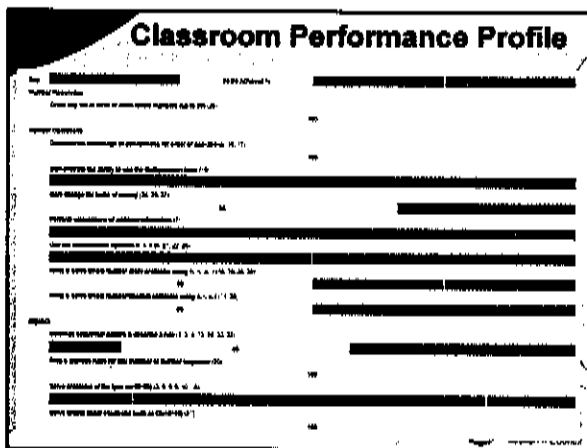
- Empower teachers to:
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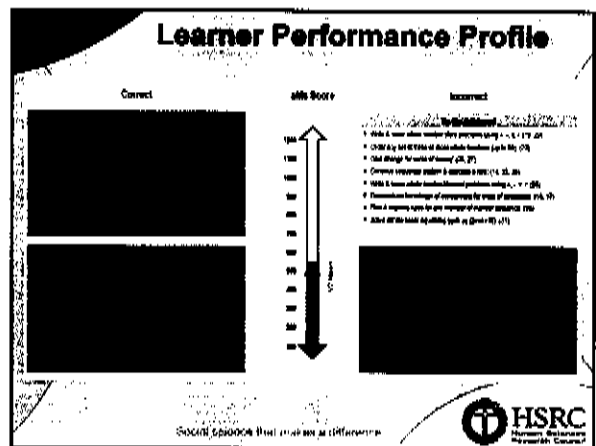
Classroom Performance Profile

Form for recording classroom performance metrics, including sections for 'Classroom Performance Profile' and 'Classroom Performance Profile'.



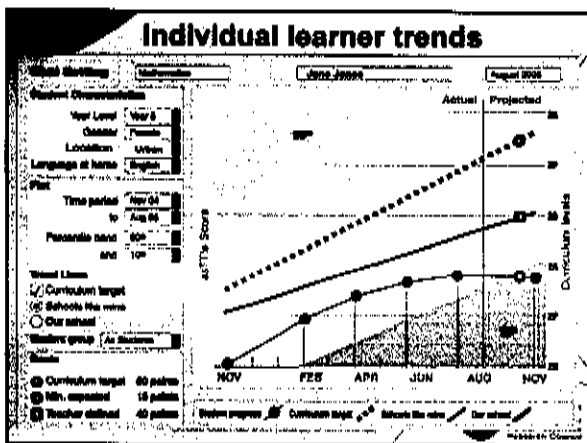
Learner Performance Profile

Form for recording learner performance metrics, including a 'Learner Performance Profile' section and a 'Learner Performance Profile' section.



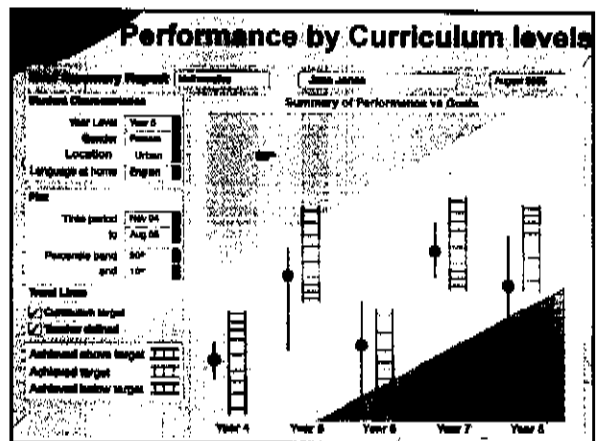
Individual learner trends

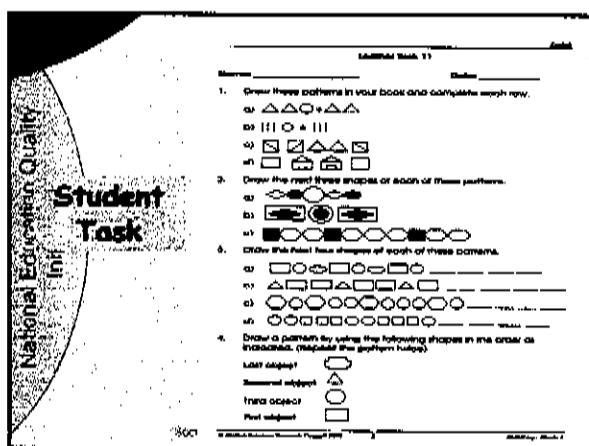
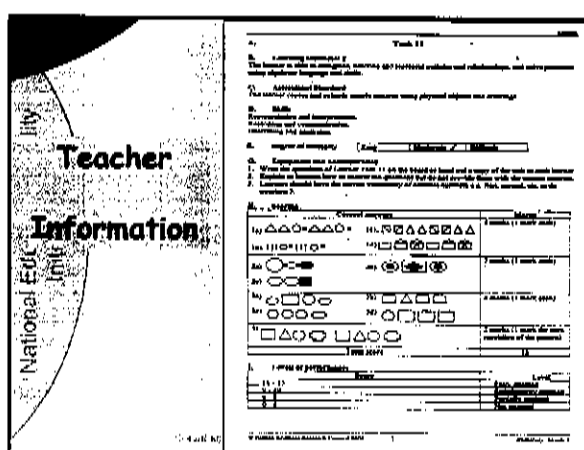
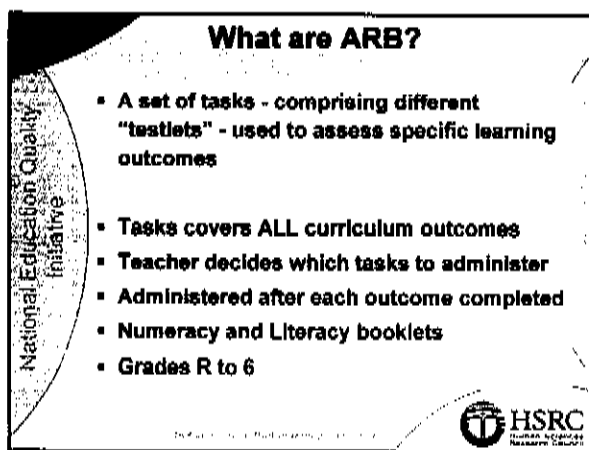
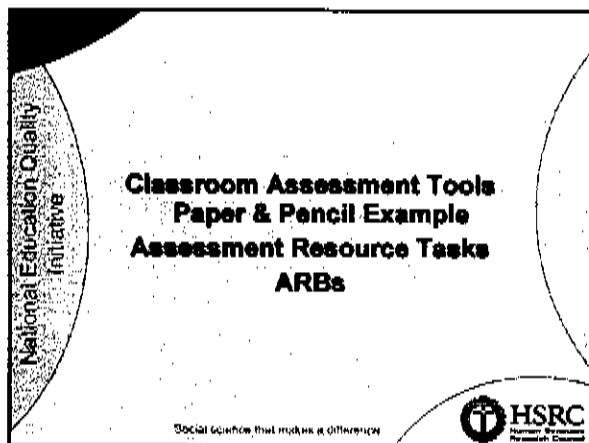
Graph showing individual learner trends over time (Nov 04 to Nov 05). The graph plots 'Curriculum levels' on the y-axis and 'Time' on the x-axis. It includes a legend for 'Curriculum target', 'Min. expected', and 'Teacher defined'. The graph shows a steady upward trend in curriculum levels over the period.



Performance by Curriculum levels

Graph showing performance by curriculum levels over time (Year 4 to Year 8). The graph plots 'Curriculum levels' on the y-axis and 'Year' on the x-axis. It includes a legend for 'Curriculum target', 'Teacher defined', 'Achieved above target', 'Achieved target', and 'Achieved below target'. The graph shows a steady upward trend in curriculum levels over the period.






Use of ARBs by teachers

- As assessment tasks
- As examples for teaching
- As classroom exercises
- As homework exercises
- As exemplars to develop their own items

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FINAL ANALYSIS

To enhance learning

WE HAVE TO


Improve the quality of feedback

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Thank you


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